

A VOCABULARY First Reader Workbook

TO BE USED WITH THE
FIRST READER WORKBOOK



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E ALICE AND JERRY BOOKS

WORK

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THIS Vocabulary Workbook *About*—the Basic First Reader a definite part of the activities, and sufficient time should contribute much to the First Reader

Since this Vocabulary Words are simple and few in number

- To give practice in getting 24, 27, 28, 31, 37, 38, 48, 88, 91
- To give practice in applying 16, 17, 18, 19, 20, 21, 24, 49, 51, 52, 55, 56, 57, 59, 90, 91, 92
- To reinforce visual with 21, 22, 23, 24, 25, 26, 28, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92
- To give practice in exercising judgment and drawing conclusions, pages 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 15, 17, 20, 22, 24, 27, 28, 31, 37, 38, 41, 42, 43, 45, 46, 47, 48, 51, 55, 56, 57, 59, 61, 62, 65, 67, 69, 70, 78, 80, 81, 82, 84, 86, 88, 91
- To introduce certain words, pages 6, 44
- To give practice in following precise directions, pages 6, 26, 29, 44, 74, 77, 92
- To give practice in discriminating between words of similar appearance, pages 14, 16, 18, 32, 34, 36, 39, 49, 52, 58, 60, 64, 68, 75, 90
- To develop ability to choose the logical word to complete a thought, page 19
- To develop ability to remember story detail, pages 21, 53, 54, 96
- To develop ability to predict outcomes on basis of experience, pages 23, 25
- To develop power in using initial and final consonant sounds and picture clues to unlock new words, pages 30, 40, 50
- To give practice in associating number words and symbols, pages 33, 35
- To extend and enrich the meaning of certain words, pages 63, 66, 71, 72
- To give practice in answering questions based upon experience and story recall, pages 73, 76, 79, 83, 85, 89
- To develop ability to recall a story by following a sequence of events in logical order, page 74
- To associate picture with sentence sequence, page 74
- To give practice in the formation of the *s* and *ing* forms of verbs, page 87
- To give practice in exercising judgment in choosing the correct verb form, page 87
- To develop power to unlock new words and meanings by seeing little words in longer word forms, page 93
- To develop power to apply knowledge of certain speech sounds to unlock new words and meanings, page 94
- To give practice in interpreting context through picture illustration, page 95

ST READER COMPANY ABOUT

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only. It is to accompany *The New Round* DERS. The reading activities included are in advance should be given preceding the activities of the pupils. Used in this way, this Workbook is to be used in conjunction

re groups only, the skills to be developed

4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 17, 20, 22, 61, 62, 65, 67, 69, 76, 78, 80, 81, 82, 84, 86,

s 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 35, 36, 37, 38, 39, 41, 42, 43, 45, 46, 47, 48, 70, 71, 72, 75, 77, 78, 80, 81, 82, 84, 86, 88,

9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 41, 42, 43, 45, 46, 47, 48, 49, 51, 52, 54, 55,

75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86,

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What Did You Find Out?

Alice liked to play house.
Jerry played with Alice.
May played with Alice.



What Did You Find Out?

Mother gave Alice a doll.
Father gave Jerry a ball.
The ball is new.

USE: After page 6.

PURPOSE: To give practice in getting information from pictures and in applying sight vocabulary to new context.

DIRECTIONS: Have pupils read each picture and then draw a line under each sentence that tells something they found out.

ST READER WORKBOOK TO ACCOMPANY THE NEW ROUND ABOUT

By Phyllis Wilson and Mabel O'Donnell

Illustrated by Dorothy Todd

THIS Vocabulary Workbook is planned for use with *immature groups only*. It is to accompany *The New Round About*—the Basic First Reader of THE ALICE AND JERRY BASIC READERS. The reading activities included are a definite part of the developmental reading program. Adequate guidance should be given preceding the activities, and sufficient time should be taken to discuss the results with the pupils. Used in this way, this Workbook will contribute much to well-rounded reading development. The Vocabulary Workbook is to be used in conjunction with the First Reader Workbook for *The New Round About*.

Since this Vocabulary Workbook is intended for use with *immature groups only*, the skills to be developed are simple and few in number. The purposes of the activities are:

1. To give practice in getting information from pictures, pages 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 17, 20, 22, 24, 27, 28, 31, 37, 38, 41, 42, 43, 45, 46, 47, 48, 51, 55, 56, 57, 59, 61, 62, 65, 67, 69, 76, 78, 80, 81, 82, 84, 86, 88, 91
2. To give practice in applying sight vocabulary to new context, pages 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 45, 46, 47, 48, 49, 51, 52, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 75, 77, 78, 80, 81, 82, 84, 86, 88, 90, 91, 92
3. To reinforce visual with kinesthetic imagery, pages 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 45, 46, 47, 48, 49, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92
4. To give practice in exercising judgment and drawing conclusions, pages 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 15, 17, 20, 22, 24, 27, 28, 31, 37, 38, 41, 42, 43, 45, 46, 47, 48, 51, 55, 56, 57, 59, 61, 62, 65, 67, 69, 70, 78, 80, 81, 82, 84, 86, 88, 91
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7. To give practice in discriminating between words of similar appearance, pages 14, 16, 18, 32, 34, 36, 39, 49, 52, 58, 60, 64, 68, 75, 90
8. To develop ability to choose the logical word to complete a thought, page 19
9. To develop ability to remember story detail, pages 21, 53, 54, 96
10. To develop ability to predict outcomes on basis of experience, pages 23, 25
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16. To associate picture with sentence sequence, page 74
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18. To give practice in exercising judgment in choosing the correct verb form, page 87
19. To develop power to unlock new words and meanings by seeing little words in longer word forms, page 93
20. To develop power to apply knowledge of certain speech sounds to unlock new words and meanings, page 94
21. To give practice in interpreting context through picture illustration, page 95

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DIRECTIONS: Have pupils read each picture and then draw a line under each sentence that tells something they found out.

him

See _____ come.



Alice gave him a toy.

Alice gave him a pet.



Jerry saw him in a hole.

Jerry saw him in a store.



Grandmother liked him.

Grandmother did not like him.

USE: After page 7.
PURPOSE: To reinforce visual with kinesthetic imagery; to give practice in getting information from pictures, in exercising judgment and drawing conclusions, and in applying sight vocabulary to new context.

DIRECTIONS: Read picture dictionary strip with pupils and supervise writing of key word *him*. On rest of page, have pupils read each picture and draw a line under the sentence which means the same. Have them draw a line around key word each time it appears.

catch
Catch



You can _____ me.



Jip can catch a ball.

Jerry can catch Jip.



Catch Jip, Alice.

Catch the pig, Alice.



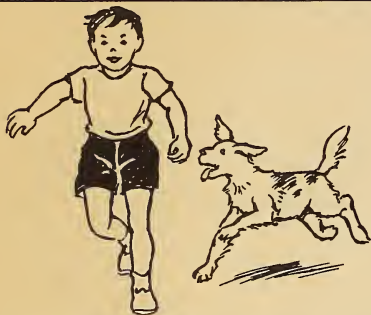
Alice may catch Jerry.

Alice may catch her coat.

they
They



Here _____ come.



They can fly.
They can run.



Here they come.
Here he comes.



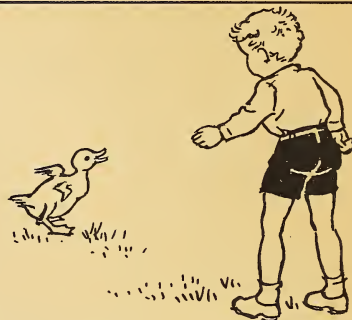
They have something good.
They have a big breakfast.

carry
Carry



Jerry can _____ Jip.

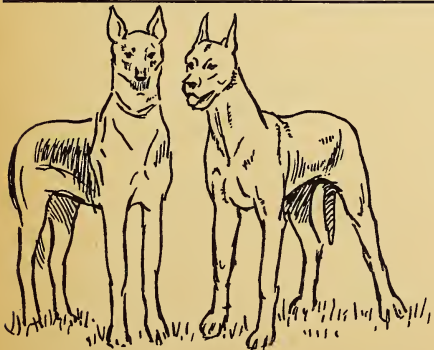
there
There



_____ is my pet.



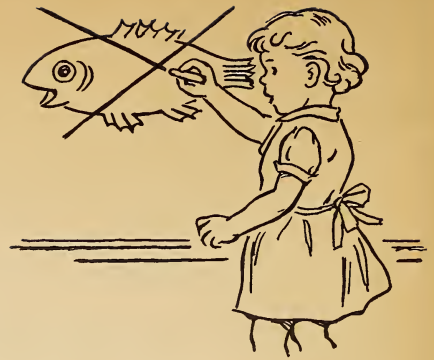
Carry the basket to the store.
A dog can carry a basket.



There are two big dogs.
The dog is there by the house.



a cross



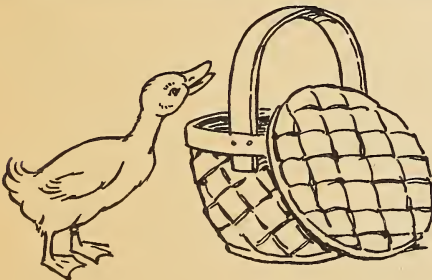
Put a cross on the fish.



Put a cross on Jerry.



Put a cross on Grandmother.



Put a cross on the basket.



Put a cross on a fisherman.

USE: After page 15.

PURPOSE: To introduce the words *put* and *cross*; to give practice in following precise directions.

DIRECTIONS: Read and discuss the two boxes at top of page. Help pupils to read the first direction and follow it. Have them read and follow the other directions independently.

everyone
Everyone

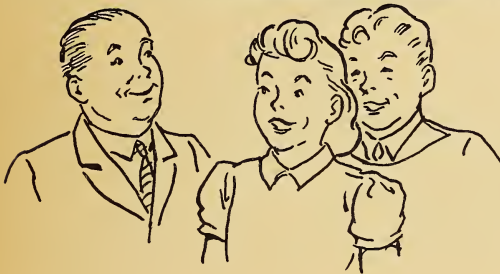


Then _____ laughed.

your
Your



Here is _____ puppy.



Everyone looked happy.
Jip jumped on everyone.



You may have this coat.
Your cap is too big.

thank
Thank

Grandmother gave Jerry a duck.

Jerry said, " _____ you."



Alice said, "Thank you, Jerry."

Alice said, "Thank you, Mother."



Jerry said, "Thank you, Mother."

Jerry said, "I do not like this."



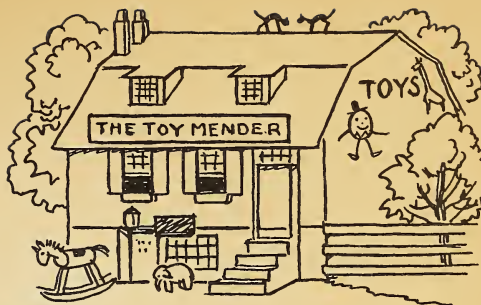
Grandmother said, "Come to see me."

Alice said, "Thank you, I will come."

far

I can see that store.

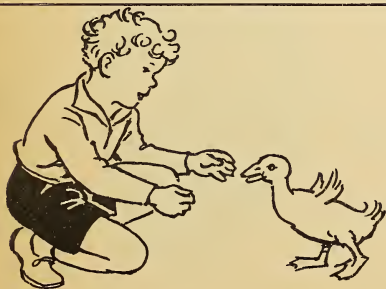
It is not _____ away.



There was a house not far away.
The boat was far away.



Alice walked far away.
Jerry ran for the kitten.



This pet is for Jerry.
Father is not far away.

mend



Mother can _____ the coat.

called

Jerry _____ ,
"Catch this, Alice."



Alice can mend this.
He can mend toys.



Mother called and called.
Alice called Quack, Quack.

if
If



Alice can ride — Jerry will help.

make
Make

Mother can _____
something good.



Do this if you want to help Mother.
Grandmother can come
if Father gets her.



I will make a green hen.
I will make a big boat.

broken

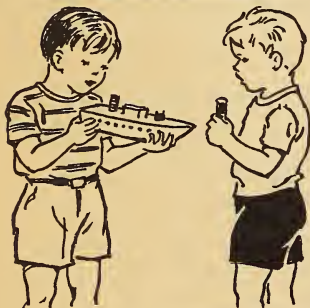


This toy is _____.

fell



Alice _____ down.



The boys have broken the boat.
The gates are broken.



The window fell down.
The rain fell on the garden.

cried

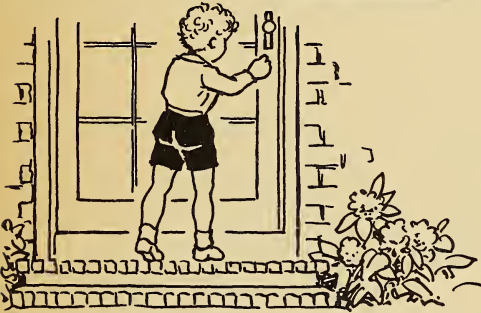


Alice _____ , "Look out, Jerry!"



The little boy cried.

The pig cried, "Wee, wee!"



Jerry called on Jack.

Jerry cried and cried.



"The blue ribbon!" cried Jerry.

The little girl cried and cried.

once
Once

Jerry had one jump.

Jerry jumped just _____.



____ day Jerry ran to the store.

One one Once

"Come here at _____," said Mother.

one Once once

"I want _____ brown airplane," said Jerry.

One one once

Jerry was at home _____ again.

One Once once

USE: After page 24.

PURPOSE: To reinforce visual with kinesthetic imagery; to give practice in discriminating between words of similar appearance, and in applying sight vocabulary to new context.

DIRECTIONS: Have pupils read the picture dictionary strip and write the word that makes the sentence match the meaning of the picture. Then have them read each of the other sentences and draw a line around the word needed in the sentence.

tune



I can play a happy _____.

work



Mother wants Alice to _____.



Jerry will play a good tune.

Jerry wants to talk.



Alice saw The Toy Mender work.

The Toy Mender played with the toys.

every
Every

Here are my toys.

I like _____ one.



Alice looked at _____ doll.

very every Every

She saw The Toy Mender _____ day.

every very Every

The tune box was _____ old.

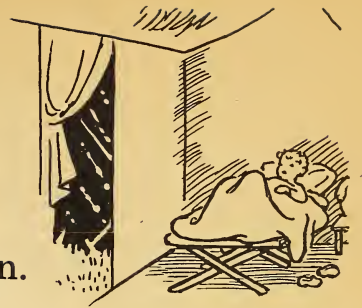
every very Every

_____ boy liked the balls.

Every every very

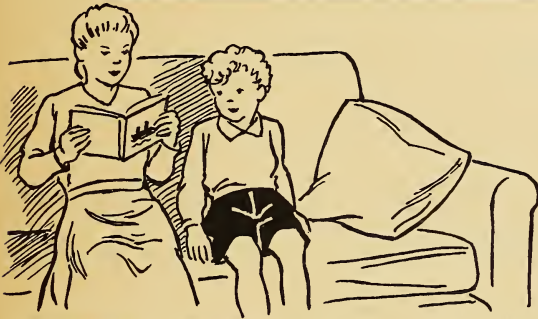
hear
Hear

Jerry can _____ the rain.



gay

Alice is very _____.



Jerry can hear Mother.

Jerry can hear the pig talk.

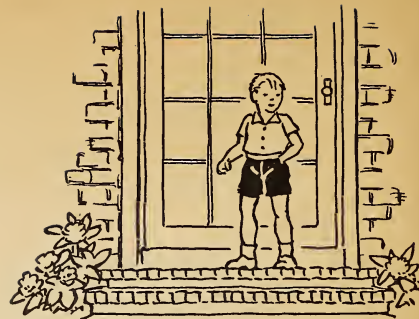


See that gay basket.

See that gay red ribbon.

of

Jack came out ____ his house.



“Get out ____ here,” said the man.

on oh of

Jip ran out ____ the store.

of oh on

This is a box ____ toys.

of oh on

You may have one ____ the toys.

oh on of

sell



Please _____ me a boat.

The pet store man will sell _____.

animals money Betsy Lee

The toy store man will sell a toy _____.

truck nests trees

Jack wanted to sell _____.

animals pears airplanes

Father will not sell _____.

ate best Jerry

USE: After page 32.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency by using sight vocabulary in new context; to develop ability to choose the logical word to complete a thought.

DIRECTIONS: Have pupils complete the dictionary strip in the usual way, and then read each sentence and draw a line around the word that is needed to finish the meaning of the sentence.

someone
Someone



_____ is at the door.



I see someone in the wagon.

I see someone in the garden.



Someone makes work for Mother.

Here is someone to help Mother.

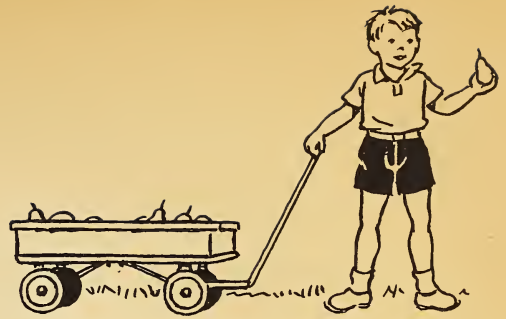


Someone will sell a cow.

Someone will sell a rooster.

who
Who

_____ wants my pears?



Who got the blue ribbon?

Quack, Quack

Snap

Jack

Who wanted to work?

Alice

Jack

Betsy Lee

Who could mend toys?

a lady

The Toy Mender

Mr. Carl

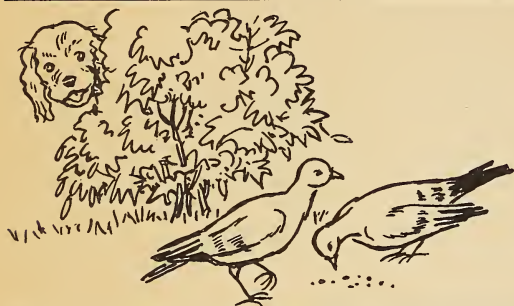
USE: After page 34.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency by using sight vocabulary in new context; to develop ability to remember story detail.

DIRECTIONS: Have pupils use the dictionary strip in the usual way, and then read each question and draw a line under the correct answer.

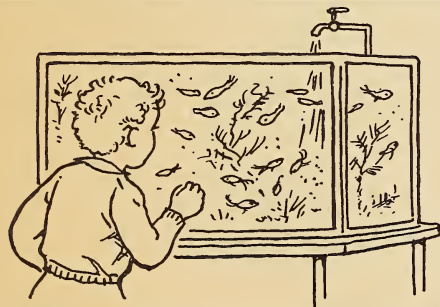
some
Some

I want to sell _____ pears.



Jip saw some big birds.

Jip saw some old holes.



Jerry wants some kittens.

Jerry wants some new pets.



Alice wants some rain.

Alice wants something to eat.

took



Jerry _____ Jip for a walk.



Alice took something to eat.

She took _____



Jerry had a penny.

He took it to the _____



The rabbit took a big hop.

Down he went into the _____

USE: After page 36.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency by using sight vocabulary in new context; to develop ability to predict outcomes on basis of experience.

DIRECTIONS: Have pupils complete the dictionary strip in the usual way. Then have them read each picture and story and draw the end of the story in the space provided.

how
How



“_____ are you?” said Father.

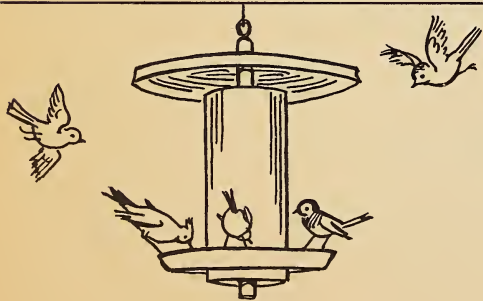
many
Many



Jerry had _____ toys.



How do you like to fly?
How do you like my doll?



Here are many farms.
Here are many birds.

much

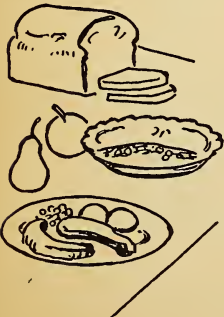
How _____ money
do you have?



You have so much work to do.
I can do this for you.



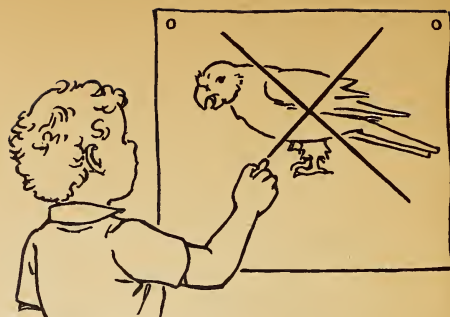
You have too much work.
I will do this for you.



Here is so much to eat.
I want to eat this.

put
Put

I _____ a cross on Pauline.



Put a bird by the nest.



Put a pig in the barnyard.



Put a boat on the water.



Put a duck in the puddle.

USE: After page 40.

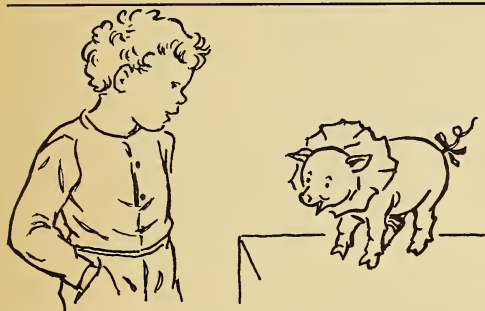
PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency through the use of sight vocabulary in new context; to give practice in following precise directions.

DIRECTIONS: Have pupils use the dictionary strip in the usual way, and then read each sentence and carry out the direction.

funny

Jack laughed

at the _____ man.



Jack saw a funny cow.

Jerry saw a funny pig.



Here is a funny surprise.

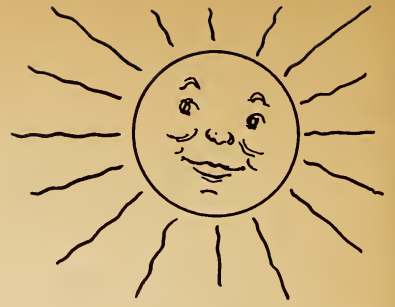
Alice looked very funny.



This is funny.

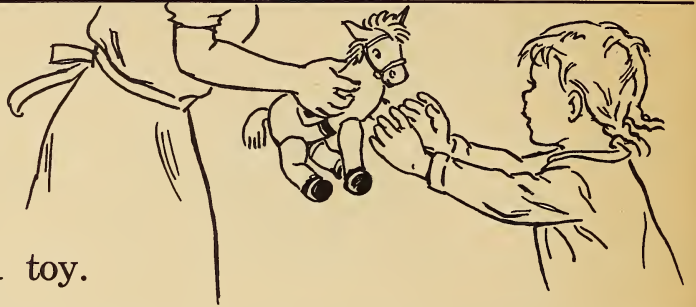
This is not funny.

shining



The sun is _____.

give
Give



_____ me a toy.



Mother wants a shining window.
Mother likes shining boats.



Jerry said, "Give me that rabbit."
Jerry said, "I will give it to you."

next
Next

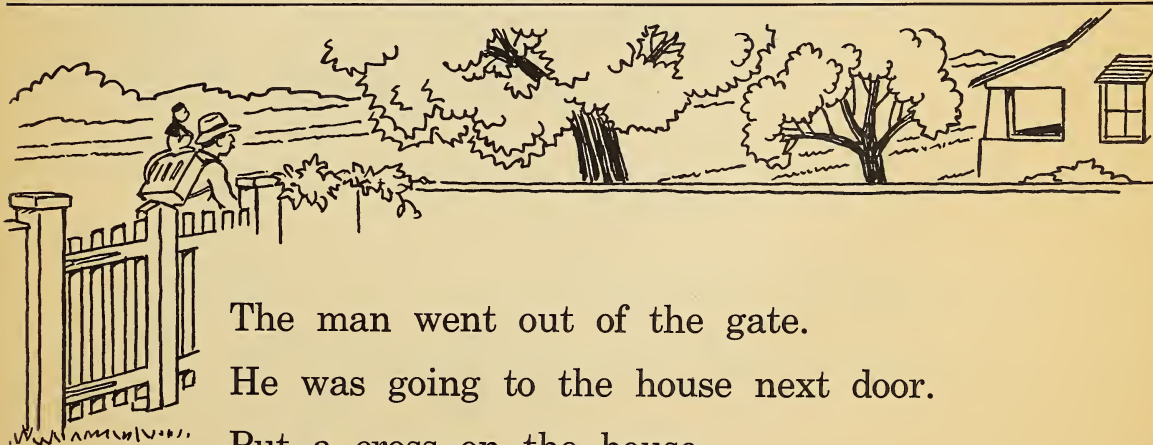


Alice is _____ to Jerry.



Jerry liked Quack, Quack best.

Put a cross on the best pet.



The man went out of the gate.

He was going to the house next door.

Put a cross on the house.

See the mitten.

m—n



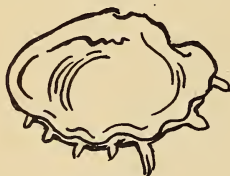
Here is a vest.

v—t



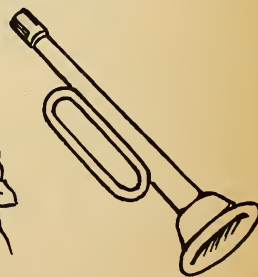
I see a shell.

sh—ll



Here is a hand.

h—d



USE: After page 48.

PURPOSE: To develop power in using initial and final consonant sounds and picture clues to unlock new words: *mitten*, *vest*, *shell*, *hand*.

DIRECTIONS: In each row have pupils name each picture and listen to initial and final sounds. Then have them read the sentence and draw a line from the underscored word to the matching picture.

danced



Alice _____ up and down.



Jerry danced in the puddle.

Jerry lived in the puddle.



The toy danced up and down.

The toy was broken.



Little Monkey danced on and on.

The organ man danced in the road.

were



Bobby and Billy _____ twins.

The boys _____ at home.

was were

The pony _____ white.

was were

Billy _____ one of the twins.

was were

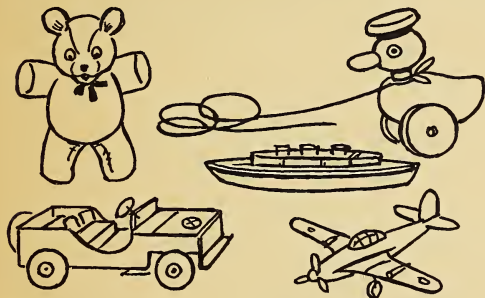
There _____ three big towns.

was were

five

5

This is a big _____.



Here are some toys.

There are _____ toys.

five



Here are two boys.

Bobby is _____ years old.

five



Jerry had a bank.

He had _____ pennies.

twenty

USE: After page 65.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency through the use of sight vocabulary in new context; to give practice in associating number words and symbols.

DIRECTIONS: Have pupils use the dictionary strip in the usual way, read the pictures and groups of sentences, and then write on the line the number that has the same meaning as the word under the line.

fun



Jerry will have _____ here.



See the _____ man.

fun funny

He had _____ with the pig.

fun funny

Jerry wanted to have _____ , too.

fun funny

He had a _____ pet, too.

fun funny



six

6

This is a big _____.

another

Jerry is one boy.

Jack is _____ boy.



Here are some animals.

I see _____ animals.

six



Five pennies and another penny
are _____ pennies.

six



we
We



_____ are twins.

We had a birthday _____.

party pretty

We had a birthday _____.

cake came

The cake had _____.

candles pennies

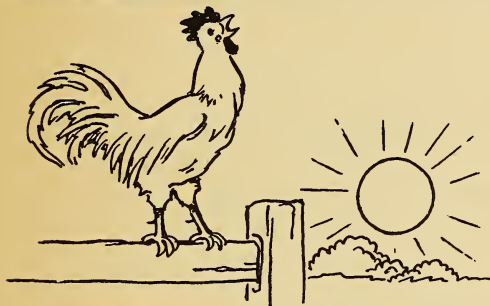
We _____ all the ice-cream.

ate are

early

Jack ate breakfast

_____ in the morning.



The sun came up early.

The rooster walked on the road.



Jerry went to bed early.

Jerry works in the garden.



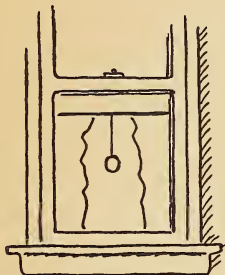
Alice played with Grandfather.

Alice came too early to play.

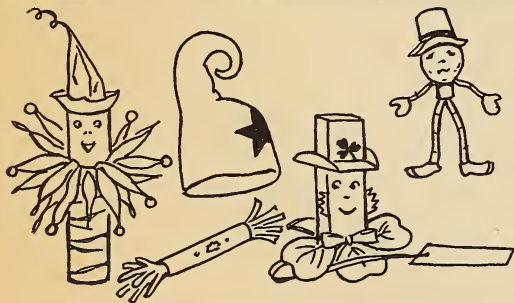
long



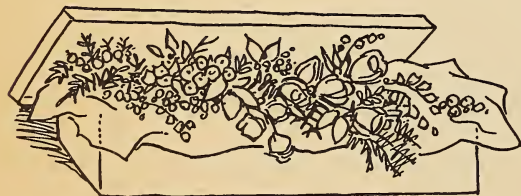
Alice likes _____ coats.



The window is a long one.
Jerry saw a long river.

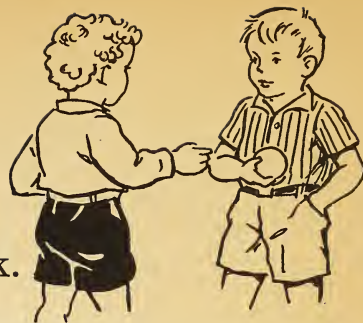


Alice had a long coat.
Here are things for a party.



I have twenty things to eat.
See that long box.

from



Jerry took a toy _____ Jack.

The animals were on the ____.

from farm

Run ____ the house to the barnyard.

from farm

They walked into the ____ house.

from farm

They ran away ____ the man.

from farm

I eat with a fork.
f—k



See the pretty fairy.
f—y



Mother wants a mop.
m—p



This is a new rug.
r—g



USE: After page 72.

PURPOSE: See page 30. New words: *fork, fairy, mop, rug.*

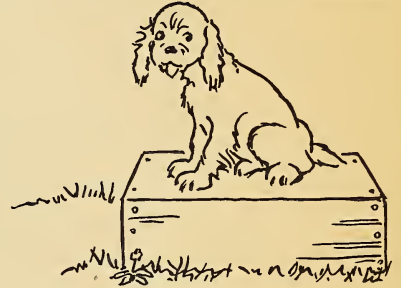
DIRECTIONS: See page 30.

hide

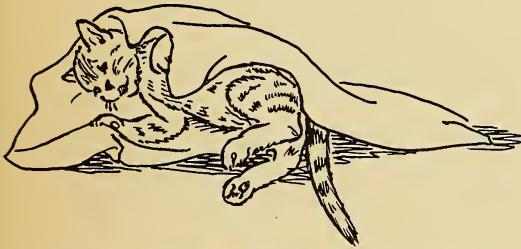


Billy said, "I will _____."

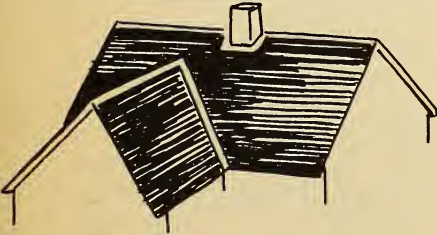
top



Jip is on _____ of the box.



The kitten wants to hide.
You can not hide a big house.



See my new top.
This is the top of a house.

bump
Bump



The box went _____.

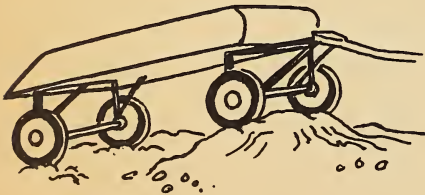
over

Walk _____ here.



See the bump on Mr. Carl.

The pear went bump into the wagon.



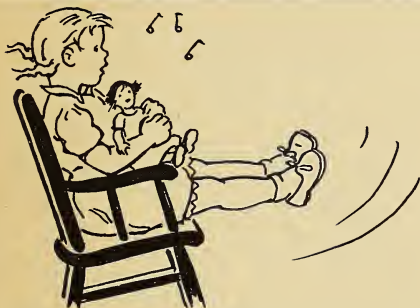
The wagon went over a bump.

He was over by the window.

sang



The bird _____ to the little birds.



Alice sang to Betsy Lee.

Alice sang to Mother.



The twins sang "Happy Birthday."

Jack sang a happy tune.

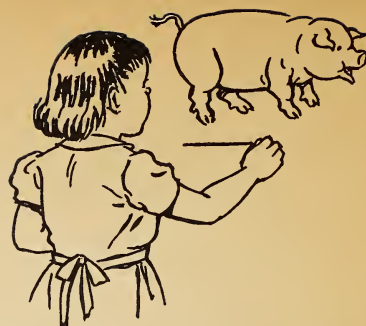


Mother said, "Do not go again."

Mother sang to Alice.



a line



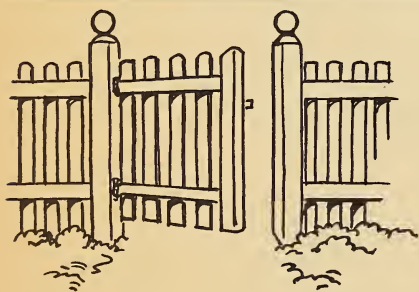
Draw a line under the pig.



Draw a line under Alice.



Draw a line under the cake.



Draw a line under the gate.



Draw a line under the leaves.

USE: After page 79.

PURPOSE: To introduce the words *line* and *under*; to give practice in following precise directions.

DIRECTIONS: See page 6.

lovely



It was a _____ doll.



This is lovely.

This is not lovely.



See my lovely box!

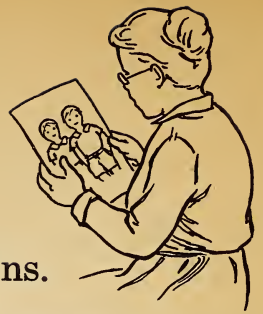
This is a new box for Jack.



This bird makes a lovely nest.

Here is a nest for a rabbit.

thought

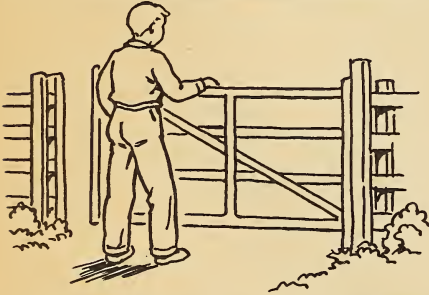


Grandmother _____ of the twins.

them

"I want two balls," said Grandmother.

"I will get _____," said Billy.



Grandfather thought of the open gate.

A man thought of his car.

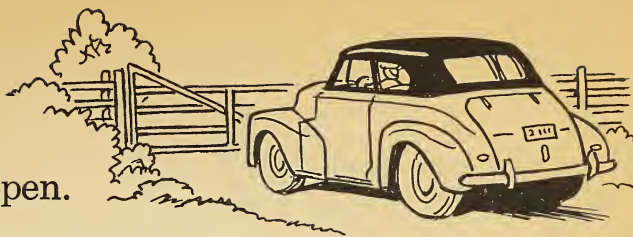


Alice gave them something to eat.

Alice looked at the sleds.

why
Why

The gate was not open.

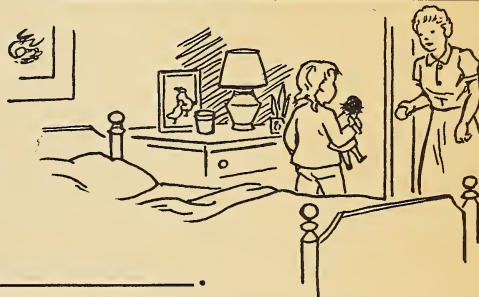


That is _____ the car stopped.

tomorrow

Good night. Go to bed now.

You can play _____.



This is why Alice got a coat.

This is why Jerry can not play.



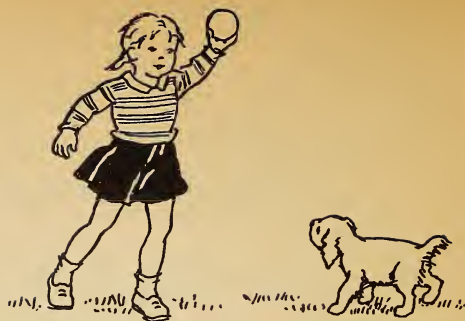
Good-by. I will come again tomorrow.

Do you see a hill?

be

I will play with Jip.

Then Jip will _____ happy.



right

Come _____ into the house.



I will be six on my next birthday.

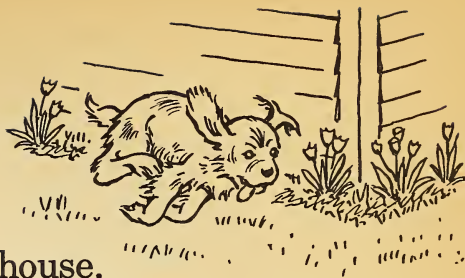
He will be two on his next birthday.



It is not right to play here.

It is right to play here.

around



Jip ran _____ the house.

Grandmother looked all _____.

around another autumn

She saw _____ road.

around another autumn

The car took the road _____ the hill.

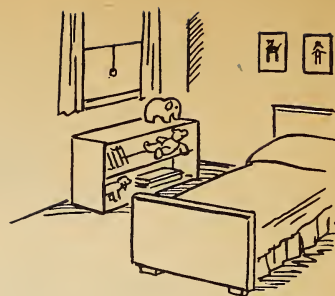
around another autumn

It was spring, not _____.

around another autumn

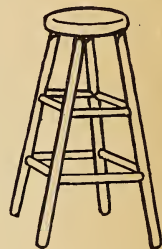
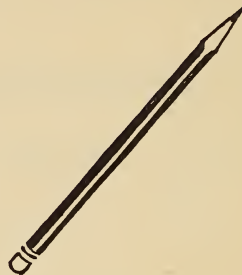
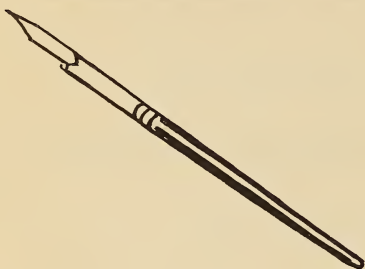
Go into the room.

r—m



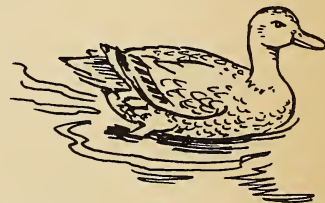
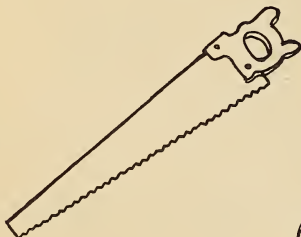
Get a pencil.

p—l



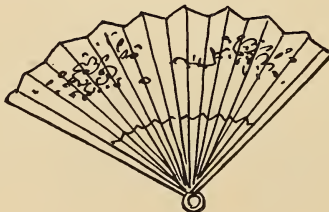
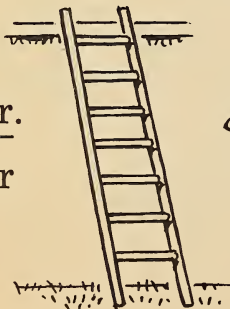
This is a sock.

s—ck



See the farmer.

f—er



USE: After page 96.

PURPOSE: See page 30. New words: *room, pencil, sock, farmer.*

DIRECTIONS: See page 30.

wild
Wild

See the _____ animal.



Jerry played wild man.
Jerry is a snow man.



See the garden flowers.
See the wild flowers.



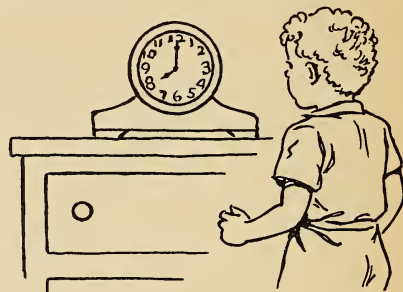
Wild ducks fly in spring.
See the wild ducks eat.

upon



Mother Bird is _____ the nest.

time



It is _____ for bed.

The sun was shining _____ the house.

upon up

A rooster was _____ the gate.

upon up

It was _____ to get some gas.

tune time



Do You Know?

Once upon a time there was a L.I. .

Many animals upon this farm.

There were and

and and .

But there was not one .

The barns were not .

Every barn was .

1. pigs
2. blue
3. roosters
4. farm
5. duck
6. hens
7. lived
8. cows
9. red

USE: After page 105.

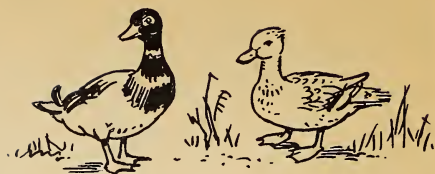
PURPOSE: To develop ability to recall a story by remembering specific details.

DIRECTIONS: Have pupils read each sentence and write in the blank space the number of the word to the right which will complete the sentence correctly.

geese Geese



ducks Ducks



Andrew and Martha were two _____.

Geese are not just like _____.

Did two geese stay at Blue Barns?	Yes	No
-----------------------------------	-----	----

Did Martha like to walk and walk?	Yes	No
-----------------------------------	-----	----

Did Andrew like to talk to the animals?	Yes	No
---	-----	----

Did Martha like to eat?	Yes	No
-------------------------	-----	----

Did Andrew like to stay in the barnyard?	Yes	No
--	-----	----

Did Andrew like to see all he could see?	Yes	No
--	-----	----

USE: After page 106.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop ability to recall a story by remembering specific details.

DIRECTIONS: Have pupils complete the dictionary strip as usual. Then have them read each question and draw a line under the word to the right which answers it correctly.

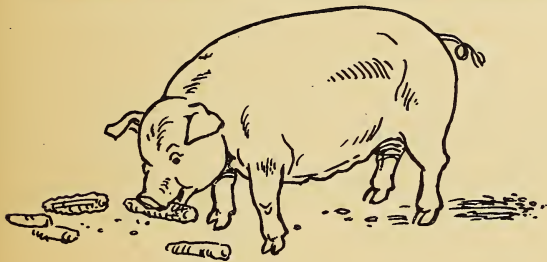
fat

Here is a _____ lady.



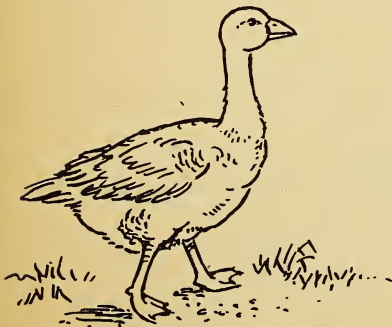
himself

He looked at _____.



The pig got very fat.

Martha got very fat.



He walked by himself.

He walked with someone.

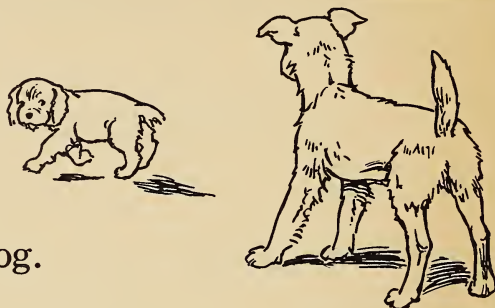
delighted

Mother was _____
with the lovely flowers.



afraid

Jip is _____ of the dog.



Jerry was delighted with the toy.
Andrew was delighted with the ducks.

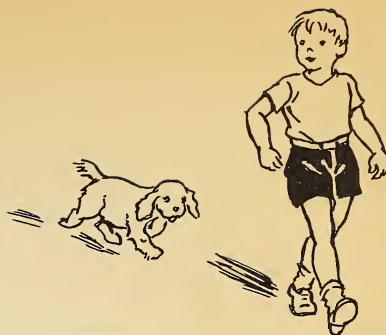


I am afraid of you.
I am not afraid of you.

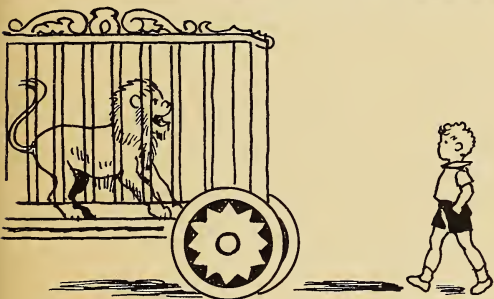
followed

Billy went for a walk.

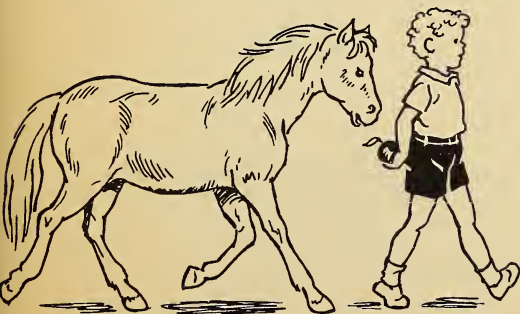
Jip _____ Billy.



The baby followed the lady.
The baby played in the water.



Jerry followed the wagon.
Jerry will work in summer.



I want to stay all night.
The pony followed Jerry.

soon
Soon

It is winter now.

Spring will come _____.



_____ snow is in the barnyard.

soon Some Soon

But the sun will be shining _____.

soon Some Soon

_____ there will be no snow.

soon some Soon

But Jerry will have _____ fun.

soon some Soon

grew

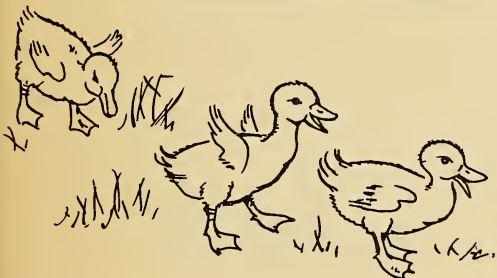


This _____ in the garden.

cold



It is _____ in winter.



The baby ducks grew and grew.
Martha said, "Hello, ducks."



Now I will have something cold.
I wish I could say, "Ma-ma."

coming



Here comes Father.

I can see him _____ .

The parade was _____ .

coming come could

He _____ see some wild animals.

coming could come

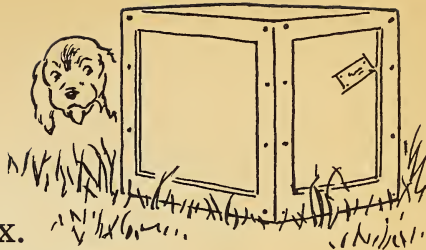
The animals started to _____ down the road.

coming come could

A funny man was _____ , too.

coming come could

back



Jip is in _____ of the box.

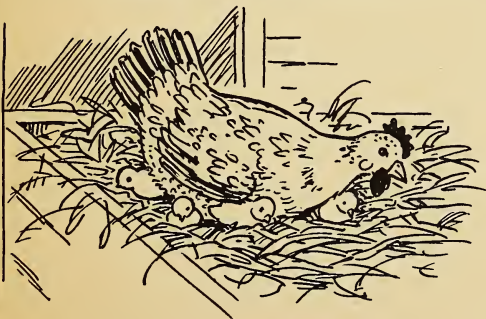
sleep



Jerry wants to _____.



The doll fell on her back.
Alice gave the doll a hug.



Cock-a-doodle-doo! Get up.
Cluck, cluck! Come and sleep.

warm



This coat is a _____ one.



Something warm to eat!

Something cold to eat!



Jerry looks warm.

Jerry stopped to get warm.



This is a summer day.

This is not a warm day.

south
South



Birds fly _____ in winter.

north
North



Winter is cold in the _____.

It was winter.

"See the snow,"
said Jerry.

"I like winter
in the ____."

North South

It was winter.

Flowers grew
in the garden.

Winter is not cold
in the ____.

North South

USE: After page 118.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency by using sight vocabulary in new context; to extend the meaning of the words *North, South*.

DIRECTIONS: Have pupils complete the dictionary strips as usual. Then have them read each of the stories and underline the correct ending.

flew



The birds _____ away.

The airplane _____ to the city.

fly flew new

It will _____ on to another city.

fly flew new

The birds _____ up into the trees.

fly flew new

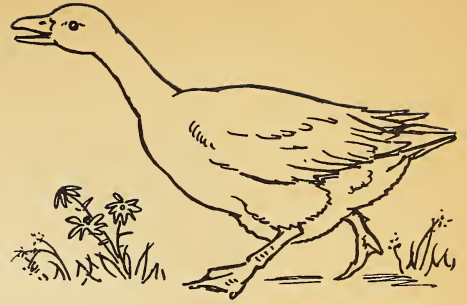
They can _____ on and on and on.

fly flew new

alone

Andrew walked by himself.

He was all _____.



○



Jerry is all alone.

Jerry is with someone.



Father wants Alice to help him.

Father wants to work alone.



Alice can do this work alone.

Mother helps Alice do this.

well
Well

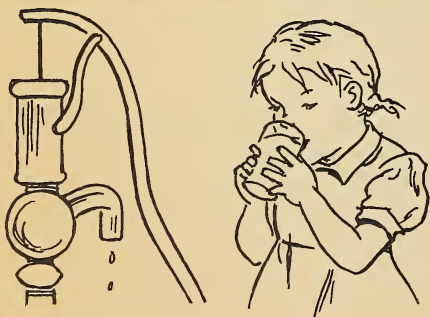
Jerry can get water
from this _____.



"Well, well, Jack!" said Father.
"Look out, Alice!" said Father.



You do not look well.
You look very well.



Jerry finds hen eggs.
Well water is cold.

USE: After page 121.

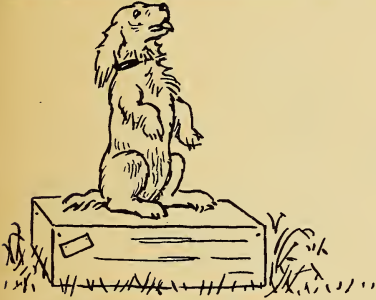
PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency by using sight vocabulary in new context; to extend and enrich the meaning of the word *well*.

DIRECTIONS: See page 2.

sat



Jerry _____ on the sled.



Jip sat in a puddle.

Jip sat on a box.



Alice sat up to look.

Alice saw a little turtle.



Alice wants to be a fisherman.

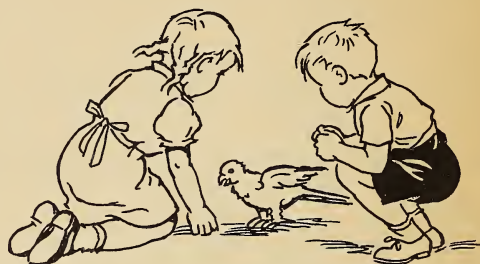
Jerry sat by the pool.

sit
Sit



Mother said, " _____ down, Jerry."

know



Do you _____ Pauline?

Why do you _____ there?

sit

sat

Do you _____ Little Deer?

know

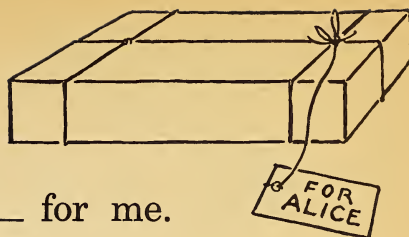
no

We _____ Alice and Jerry.

know

no

really



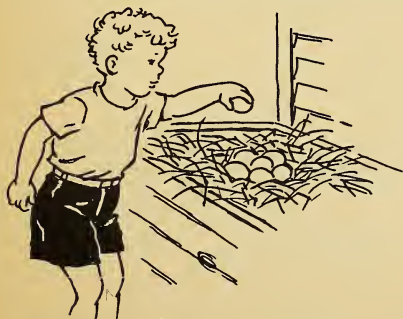
"I know the box is _____ for me.
I can see my name," said Alice.

bad

Jerry had a _____ bump.
He fell down from a big box.



I really am a big girl.
I really can catch a ball.



This is not a bad egg.
This is a frog egg.

wisest

Jerry looks out for cars.

That is the _____ thing to do.



The wisest frog in the Blue Pool



The wisest thing to do with ice-cream



The wisest thing to do to a door

USE: After page 128.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency by using sight vocabulary in new context; to give practice in exercising judgment and drawing conclusions based on picture detail.

DIRECTIONS: Have pupils complete the dictionary strip in the usual way. Then have them read each group of pictures and draw a line under the picture which matches the meaning of the phrase.

before

One, two, three!

Two comes _____ three.



until

He walked

_____ he came to the river.



Winter comes _____ spring.

before until

It is not spring _____ winter is over.

until before

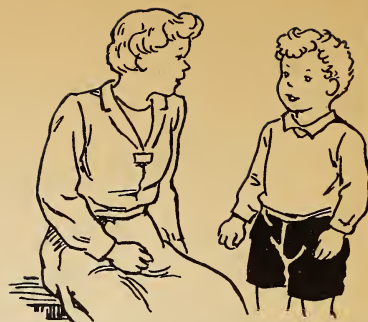
Frogs sleep _____ winter is over.

before until

asked

"May I go?" _____ Jerry.

"Yes, you may," said Mother.



"What is winter?" Little Frog ____.

said

asked

He _____, "I want to know."

said

asked

"I am going to find out," _____ Little Frog.

said

asked

"Why not go to sleep?" _____ Grandfather Frog.

said

asked

must

You are a twin,
but you are not Bobby.

So you _____ be Billy.



What must you do at night?

You must go to bed.

You must say, "Good morning."

What do frogs have to do?

Frogs must sleep in winter.

Frogs must fly away.

What do some birds have to do?

They must fly south before winter.

They must run and jump.

USE: After page 132.

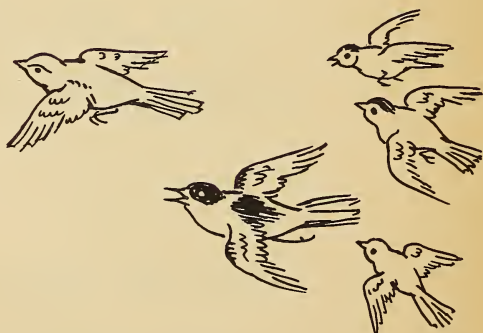
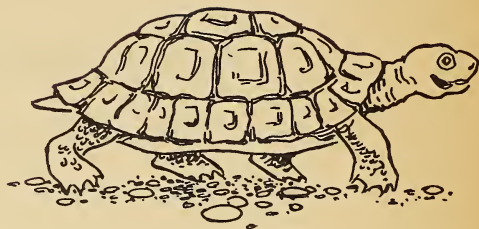
PURPOSE: To reinforce visual with kinesthetic imagery; to give practice in answering questions based upon experience and story recall.

DIRECTIONS: See page 21.

I Asked and Asked

I wanted to know what winter is.

1. I asked old Mr. Turtle.
2. I asked Grandfather Frog.
3. I asked all the little frogs.
4. I called to the birds.



USE: After page 134.

PURPOSE: To develop ability to recall a story by following a sequence of events in logical order; to associate picture with sentence sequence; and to follow precise directions.

DIRECTIONS: Have pupils read each sentence. Then, beginning with the picture of Little Frog, have them draw a line from picture to picture to represent the order in which Little Frog asked about winter.

sleepy



Alice wants to go to bed.

She is _____.

Alice soon went to _____.

sleep sleepy

She was not _____ the next day.

sleep sleepy

She likes a nap if she is _____.

sleep sleepy

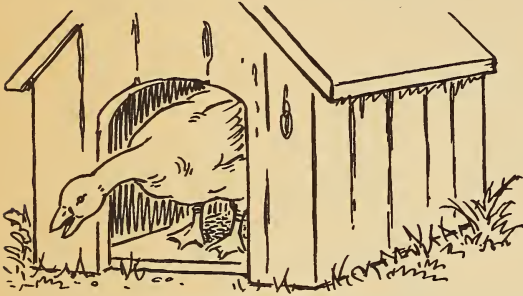
A nap is just a little _____.

sleep sleepy

where
Where

Alice is not here.

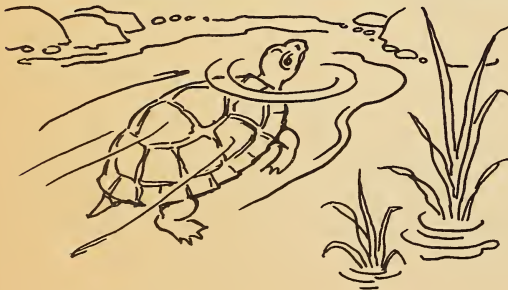
Do you know _____ she is?



Where is Andrew?
in the dog house
in the barn



Where is Little Frog?
on the bank of the Blue Pool
with the farmer's wife



Where is old Mr. Turtle?
on a little tadpole
in the water of the Blue Pool

USE: After page 136.

PURPOSE: To reinforce visual with kinesthetic imagery; to give practice in getting information from pictures and in answering questions.

DIRECTIONS: Have pupils complete dictionary strip in usual way. Then have them read each picture on rest of page and answer the question by drawing a line under the right answer.

other

This is not Alice.

This is some _____ girl.



One toy is a duck.

Put a cross on the other toy.



One boy is Jerry.

Put a cross on the other boy.



One animal is a deer.

Put a cross on the other animal.

USE: After page 141.

PURPOSE: To reinforce visual with kinesthetic imagery; to develop fluency by using sight vocabulary in new context; to give practice in following precise directions.

DIRECTIONS: Have pupils complete the dictionary strip in the usual way. Then have them read the sentences and carry out the directions by marking the pictures.

when
When

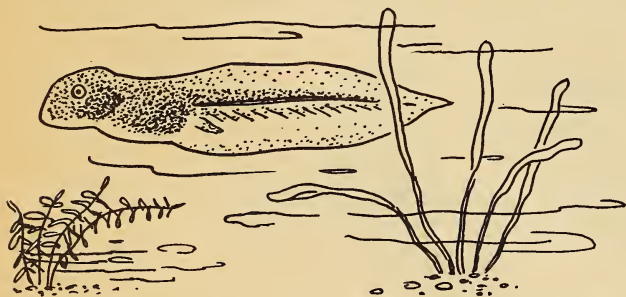
I see Andrew

_____ I go to the farm.



grow

This flower will _____ big.



When I grow up,
I will say, "Mew, mew."

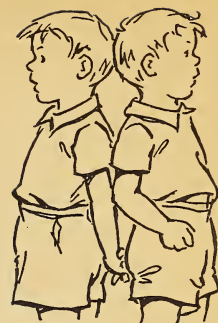
When I grow up,
I will have no tail.



When I grow up,
I will be a man.

When I grow up,
I will be a lady.

as



Billy is _____ big _____ Bobby.

Is Alice as big as Jerry? Yes No

Is cake as cold as ice-cream? Yes No

Is a tadpole as old as a frog? Yes No

Is a wild duck as white as snow? Yes No

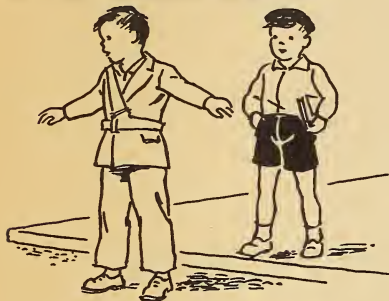
Is a city as big as the world? Yes No

Is one as many as five? Yes No

hurt



The baby may _____ himself.



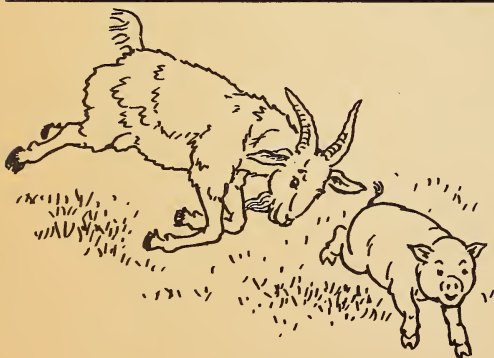
The little boy will get hurt.

This boy will not get hurt.



He hurt himself when he fell.

He hurt the apples when he fell.

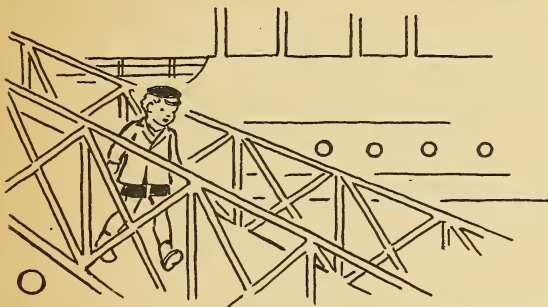


The goat may hurt the pig.

The goat will hurt the hen.

off

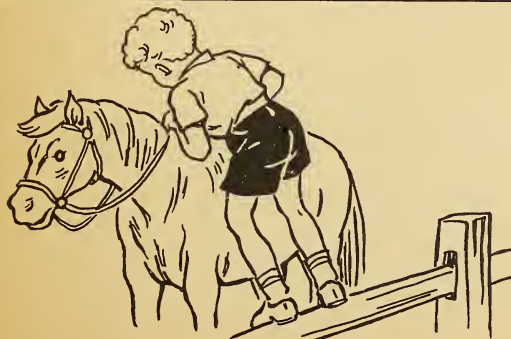
Jack took _____ his cap.



Jerry got off a big boat.
Jerry got off a train.



Jerry fell off the sled.
Jack took off his cap.



I can get off the pony.
Please stay off the walk.

fast



This car can go _____.



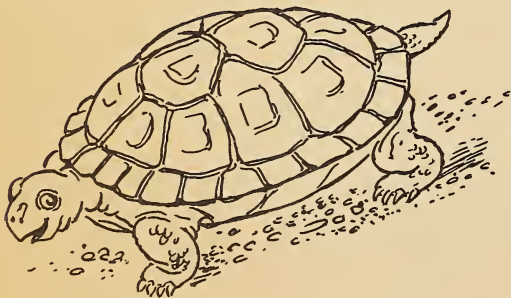
Paddy ran very fast.

Paddy sat down.



Jerry saw a sleepy town.

Jerry saw a fast train.



A turtle can not run fast.

A dog can run fast.

always

Father put many things into his coat.

His pockets _____ looked big.



Do deer always have antlers?

Yes No

Are birds always blue?

Yes No

Is the store always open?

Yes No

Can birds always fly?

Yes No

Is the sky always blue?

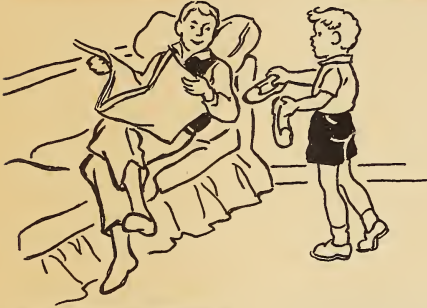
Yes No

Do spots always come out?

Yes No

smiled

Mother _____ at Paddy.



Father smiled at this.
Mac said, "Bow-wow."



Alice looked cross.
Alice smiled at Father.



Mother did not look happy.
Mother smiled at this.

coasting



Jerry wants to go _____.

Can you go coasting on a sled?	Yes	No
--------------------------------	-----	----

Can you go coasting in a wagon?	Yes	No
---------------------------------	-----	----

Can you go coasting down a hill?	Yes	No
----------------------------------	-----	----

Can you go coasting in church?	Yes	No
--------------------------------	-----	----

Do boys go coasting?	Yes	No
----------------------	-----	----

Do boats go coasting?	Yes	No
-----------------------	-----	----

USE: After page 171.

PURPOSE: To reinforce visual with kinesthetic imagery; to give practice in answering questions based upon experience.

DIRECTIONS: See page 54.

rolled



Jerry _____ up a big ball.



Jerry rolled in the snow.
The apple rolled down hill.



The pony rolled over and over.
Jip rolled over and over.



Alice rolled out of bed.
Jerry rolled away in the wagon.

Can You Make New Words?

bump bumps

fly flying

hurt _____

saw _____

give _____

play _____

play _____

do _____

1. What are you _____ ?

do doing

2. I will _____ the work.

do doing

3. Father was _____ wood.

saw sawing

4. I _____ the legs of a deer.

saw sawing

5. He _____ catch with a ball.

play plays

6. I will _____ ball with you.

play playing

7. I will _____ you some breakfast.

give gives

USE: After page 176.

PURPOSE: To give practice in the formation of the *s* and *ing* forms of the verbs, and in exercising judgment in choosing the correct verb form to be used in a specific sentence.

DIRECTIONS: Have pupils trace the word *bumps* and write the *s* form of the words in the left column. Then have them trace *flying* and write the *ing* form of the other verbs. Have pupils read each sentence and draw a line under the verb form to the right which will complete the sentence correctly.

turn

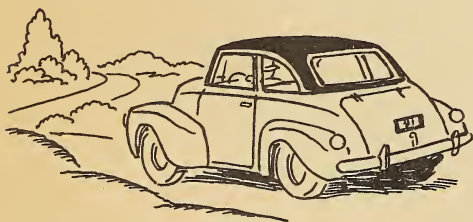


Please _____ around, Alice.



You may have a turn.

I want all the turns.



Father came to a turn in the road.

You may have a turn.



Turn the basket over, please.

I will have your turn.

ting-a-ling



Hear the _____ of the bell.

Can a house bell go "ting-a-ling"?	Yes	No
------------------------------------	-----	----

Do trucks always go "bump, bump"?	Yes	No
-----------------------------------	-----	----

Can a tadpole say "ting-a-ling"?	Yes	No
----------------------------------	-----	----

Do church bells go "ting-a-ling"?	Yes	No
-----------------------------------	-----	----

Do goats go "moo, moo"?	Yes	No
-------------------------	-----	----

Did the organ go "ting-a-ling"?	Yes	No
---------------------------------	-----	----

sing



I will _____ this tune.

The birds started to _____.

sing sang

They _____ and sang.

sing sang

Mr. Carl started to _____, too.

sing sang

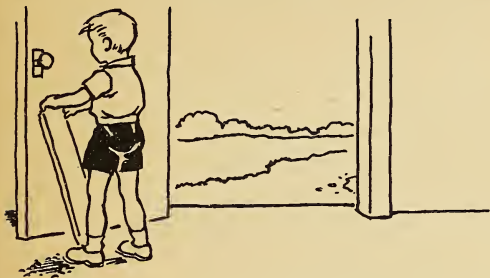
He _____ a little tune to himself.

sing sang

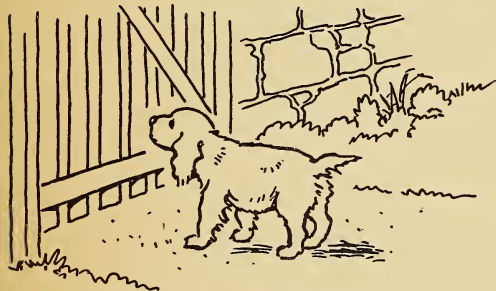
about



This baby is _____ one year old.



The door is about to open.
The door will stay open.

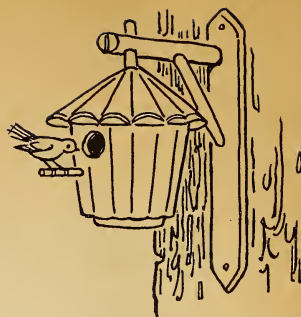


Jip ran about the barnyard.
Jip ran to the gate.



The goat is about to eat.
Mac ate the doll.

enough



This house is big _____
for a bird.



Make enough heads for the dolls.



Make enough candles
for a boy six years old.



Make enough pennies
to get this at the store.

USE: After page 190.
PURPOSE: See page 77.

DIRECTIONS: Have pupils complete the dictionary strip in the usual way. Then have them read the sentences and carry out the directions in the space to the right.

Find the Little Words

gate

Sunday

that

ate

sun day

at

barnyard

another

winter

barn

cold

farmer

good-by

upon

mender

everyone

fat

seat

Carl

USE: After page 191.

PURPOSE: To develop power to unlock new words and meanings by seeing little words in longer word forms.

DIRECTIONS: Discuss with pupils the little words which are found in the longer words at the top of the page. Have them trace the word in broken type. On the line below each of the other words, have them write the little word or words which they can find in the longer word.

Old Words

New Words for You

car

play

house

towel

shell

fur

soon

now

far

moon

mouth

star

she

hurt

moo

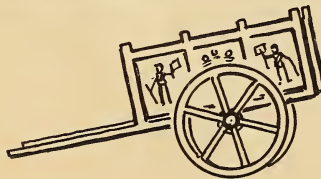
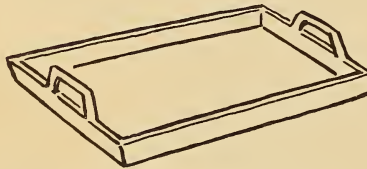
cart

tray

spoon



mouth



USE: After page 195.

PURPOSE: To develop power to apply knowledge of certain speech sounds to unlock new words and meanings.

DIRECTIONS: In upper section of page, have pupils read the old words and get as many of the new words as they can by using phonetic clues. Have them match the pictures with the new words and write the correct word under each picture.

Fun on the Farm

Jerry liked to go to the farm.
There was so much to do
and so much to see.

Jerry liked to open the gate.
Then the cows could go
into the barnyard.

He liked to give the pigs
something to eat.

He liked to see the ducks
splash in the river.
He liked to see them catch fish.

Jerry said, "I wish
I lived on a farm.
A farm just like this one!"

What Did Mr. Carl Do?

Date Due

One morning Mr. Carl was _____

Mr. Carl got a _____.

Soon Mr. Carl sat in the train _____

Mr. Carl saw a _____ for Alice.

Mr. Carl got a _____ for Jerry.

Mr. Carl had three _____.

Mr. Carl had no _____ for the nightingale.

Mr. Carl went _____.

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What Did Mr. Carl Do?

One morning Mr. Carl was _____.

Mr. Carl got a _____.

Soon Mr. Carl sat in the train _____.

Mr. Carl saw a _____ for Alice.

Mr. Carl got a _____ for Jerry.

Mr. Carl had three _____.

Mr. Carl had no _____ for the nightingale.

Mr. Carl went _____.

1. bank
2. sleepy
3. seat
4. home
5. money
6. bundles
7. doll
8. letter

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